MYP 4 Dramatising History Summative Assessment

During our unit on dramatising history, we have been watching a number of movies based on historical events and have been reading the play The Crucible based on the Salem witch hunts of 1692.

Throughout the unit, we have been discussing the questions:

*In what ways do historical events lend themselves (or not) to dramatization?*

*How do writers and directors use history to create plays, novels and films that speak to audiences today?*

It is now time to demonstrate your understanding of the essential questions. You will work in pairs, or a group of three. In your group, you must:

* Decide on a historical event that you think lends itself to dramatisation.
* Write and present a pitch to a group of potential movie makers (peers and teachers) to convince them to invest money in your idea for a movie.
* The pitch should last 10-15 minutes.

In your pitch, you will need to include information about the following:

* A brief overview of the historical event that the movie will be portraying and how it lends itself to dramatisation.
* Who the main characters will be
* How the movie will begin
* What the climax will be
* How the movie will end
* What changes will be made to the historical facts and why?
* What techniques will you use to make the story compelling?
* Why will audiences today find it compelling?

You will be assessed for this task on Criteria A: Content and Criteria C: Style and Language Use.

In order to gain a good mark on criteria A, you must include all the requirements and you must be able to explain and justify your choices effectively. In order to get a good mark on criteria C, you must use language to explain and persuade effectively. Don’t just think about your words, but also your tone of voice, your body language and eye contact.

**Criteria A: Content**

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| **Level of Achievement** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | The student demonstrates **basic** knowledge and understanding of historical events through **some** descriptions and explanations. The work displays insufficient detail, development and support. The student rarely explains or justifies their choices. |
| **3-4** | The student demonstrates knowledge and understanding of historical events through **simple** descriptions, explanations and/or examples. The work displays mostly adequate detail, development and support. The student is rarely able to explain or justify their choices effectively. |
| **5-6** | The student demonstrates **good** knowledge and understanding of historical events through **adequate** descriptions, explanations and examples. The work displays adequate detail, development and support. The student is sometimes able to explain and justify their choices effectively. |
| **7-8** | The student demonstrates **good** knowledge and understanding of historical events through **accurate** descriptions, explanations and examples. The work displays good detail, development and support. The student is usually able to explain and justify their choices effectively. |
| **9-10** | The student demonstrates **detailed** knowledge and understanding of historical events through **developed and accurate** descriptions, explanations and examples. The work displays considerable detail, development and support. The student is always able to explain and justify their choices effectively. |

**Criteria C: Style and Language Use**

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| **Level of Achievement** | **Descriptor** |
| **0** | The student does not reach a standard described by any of the descriptors below. |
| **1-2** | The student’s use of vocabulary is often inappropriate and limited. Regular errors in pronunciation and grammar regularly affect communication. Little or no attempt has been made to use a style suitable to the intention and audience. |
| **3-4** | The student’s use of vocabulary is sometimes inappropriate and somewhat limited. Some errors in pronunciation and grammar often affect communication. Some attempt has been made to use a style suitable to the intention and audience. |
| **5-6** | The student’s use of vocabulary is usually appropriate and somewhat varied. Occasional errors in pronunciation and grammar sometimes affect communication. The student generally uses a style suitable to intention and audience. |
| **7-8** | The student’s use of vocabulary is appropriate and varied. Insignificant errors in pronunciation and grammar rarely affect communication. The student regularly uses a style suitable to intention and audience. |
| **9-10** | The student’s use of vocabulary is always appropriate and very varied, with very infrequent errors in pronunciation and syntax. The student consistently uses a style suitable to intention and audience. |

Comments